

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

| Detail | Data |
|-----------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| School name | Sheffield Park Academy |
| Number of pupils in school | 1155 |
| Proportion (%) of pupil premium eligible pupils | 55.4% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2021-2024 |
| Date this statement was published | September 2021 |
| Date on which it will be reviewed | March 2021 |
| Statement authorised by | Roland Freeman, Headteacher |
| Pupil premium lead | Gregory Ellis, Associate Assistant Principal |
| Governor / Trustee lead | Kathryn Rangeley, Governor with Pupil Premium oversight |

Funding overview

| Detail | Amount |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| Pupil premium funding allocation this academic year | £524,295 |
| Recovery premium funding allocation this academic year | £80,185 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £604,480 |

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to close the progress and attainment gaps between pupil premium and other students, while improving attendance and reducing fixed term exclusions. We also aim to provide disadvantaged students with cultural capital and access to a diverse range of enrichment experiences.

Our pupil premium strategy is built around promoting our four core school values of ambition, determination, knowledge and leadership. We aim to promote ambition through increased attendance, determination through improved behaviour, knowledge through greater progress and attainment, and leadership through greater cultural capital and enrichment.

We aim to use evidence based approaches based around the 3 pillars from the EEF framework – supporting teaching, targeted academic support, and wider strategies.

Our targeted academic support strategies focus on the use of tutoring, academic mentoring, small group intervention and summer catch up.

Our teaching support strategy focuses on retention of specialist teaching and support teams focused on disadvantaged micropopulations, supporting teaching departments with resourcing, and provision of staff CpD to enable a shared understanding of the emotional wellbeing of disadvantaged students.

Our wider strategies focus on supporting specialist behaviour and attendance teams focused on disadvantaged micropopulations, supporting wellbeing and aspirational mentoring, and supporting provision of a diverse range of enrichment.

We aim to support all pupil premium learners, but have a particular focus on those with middle prior attainment, following the evidence that this is frequently the cohort with the widest attainment gap.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 | Progress gap: Our exam results in 2020-21 show a significant progress gap between pupil premium and non-pupil premium students. Non-pupil |

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| | premium students on average on average showed an (estimated) progress value of +0.56 higher than their pupil premium counterparts. |
| 2 | <p>Attainment gap: Our exam results in 2020-21 show a significant attainment gap between pupil premium and non-pupil premium students. Non-pupil premium students performed on average +0.83 grades higher than their pupil premium counterparts.</p> <p>In end of year assessments, Year 10 (current Year 11), non pupil premium students performed on average +0.64 grades higher than their pupil premium counterparts.</p> <p>In end of year assessments, KS3 (current Year 8-10), non pupil premium students performed on average +0.80 grades higher than their pupil premium counterparts.</p> |
| 3 | <p>Fixed term exclusions: In 2020-21, pupil premium students made up 71.6% of our fixed term exclusions. This is an overrepresentation compared to their 55% of the cohort.</p> <p>This suggests pupil premium students are more likely to face behavioural challenges, and consequently more likely to be excluded.</p> |
| 4 | <p>Attendance gap: In 2020-21, pupil premium attendance was 4.09% lower than non-pupil premium attendance.</p> <p>This suggests that pupil premium students are more likely to experience barriers to attendance.</p> |
| 5 | <p>Cultural capital and enrichment gap: Our pupil premium population is drawn from a community with significant disadvantage. Many of our disadvantaged students experience reduced access to cultural capital and enrichment in their home life, and come from families without prior experience of higher education.</p> <p>This places our pupil premium students at a disadvantage in trying to achieve their aspirations.</p> |

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome | Success criteria |
|------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| Increased P8 for PP students | <p>By 2022: Reduce progress gap by half from 2020-21 baseline</p> <p>By 2024: Remove progress gap for PP vs NPP students</p> |

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| Increased %5 in core subjects for PP students | By 2022: Reduce attainment gap by half from 2020-21 baseline By 2024: Remove attainment gap for PP vs NPP students |
| Reduced Fixed Term Exclusions for PP students | By 2022: FTEs for PP students reduced by half from 2020-21 baseline By 2024: FTEs for PP students minimised to very low numbers |
| Improve attendance for PP students | By 2022: Attendance gap is halved between PP and NPP students from 2020-21 baseline By 2024: No significant attendance gap between PP and NPP students |
| Greater access to enrichment activities and cultural capital for PP students | By 2022: All PP students have had access to a range of enrichment activities - at least one offered by each department - across the previous academic year By 2024: A rich enrichment programme that enables all PP students to experience a diverse range of cultural experiences across their education |

Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £135,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Providing staff CpD in collaboration with “Chimp Management” organisation on understanding their own and student emotional wellbeing | <p>Social and emotional learning has an impact equivalent to 4 months additional learning in the EEF (Education Endowment Foundation) toolkit</p> <p>Mentoring has a 2+ month impact in the EEF toolkit</p> | 3,4 |
| Supporting provision of “The Bridge” – an internal specialist unit of experienced teachers and HTLAs supporting disadvantaged EAL and SEN students | Teaching assistant interventions have a 4+ month impact in the EEF toolkit | 1,2,3,4 |
| Supporting resourcing for teaching technology and the arts to promote a diverse curriculum | Arts participation has a 3+ month impact in the EEF toolkit | 1,2,5 |
| Supporting resourcing of textbooks and revision guides for all departments to maximise attainment | <p>Access to adequate resources for students is essential to enable pre-examination home learning</p> <p>Homework/home learning has a 5+ month impact in the EEF toolkit</p> | 1,2 |
| Supporting costs of online tools to supplement teaching including Hegarty Maths | Homework has a 5+ month impact in the EEF toolkit | 1,2 |
| Resourcing of learning resource centre including staffing retention to support literacy of disadvantaged students | <p>Provision of a suitable context for reading activities to take place is essential for student progress</p> <p>Many reading strategies have very high impacts in the EEF toolkit – for example reading comprehension strategies have a 6+ month impact</p> | 1,2,5 |

Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £51,000 (+ any additional tutoring funding)

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Ensure key KS4 middle prior attainer PP students have access to English and Maths tutoring | Small group tuition has a 4+ month impact in the EEF toolkit | 1,2 |
| Ensure key KS4 middle prior attainer PP students have access to intervention and Saturday School in core subjects | Individualised instruction has a 4+ month impact in the EEF toolkit Extending school time (after school interventions) have a 3+ month impact in the EEF toolkit | 1,2 |
| Ensure key KS3 and KS4 middle prior attainer PP students have access to mentoring from experienced teachers, combined with bespoke packages of support | Individualised instruction has a 4+ month impact in the EEF toolkit Mentoring has a 2+ month impact in the EEF toolkit | 1,2,3,4 |
| Ensure key KS3 and KS4 middle prior attainer PP students have access to summer school support | Summer schools have a 3+ month impact in the EEF toolkit | 1,2,5 |

Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £348,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|
| Supporting provision of a dedicated attendance team | Attendance is essential to student progress. DfE research (2016) estimates that Pupils with no absence are 2.2 times more likely to achieve 5+ GCSEs A*- C or equivalent including English and mathematics than pupils that missed 15-20% of KS4 lessons | 4 |
| Supporting provision of assistant heads of year to support with wellbeing and behaviour | Behaviour interventions have a 4+ month impact in the EEF toolkit | 3,4 |
| Supporting provision of dedicated behaviour team to provide corridor support and continuity of learning room | Behaviour interventions have a 4+ month impact in the EEF toolkit | 3,4 |
| Support with provision of school nurse and clinical psychologist/safeguarding manager to support physical and mental wellbeing needs of students | Social and emotional learning has a 4+ month impact in the EEF toolkit | 3,4 |
| Supporting alternative provision for students with very complex needs | Students with very complex needs may need additional support to access education and avoid reduced attendance and behaviour issues. Attendance is essential to student progress (see DfE evidence summary above) Behaviour interventions have a 4+ month impact in the EEF toolkit | 3 |
| Supporting mental health and wellbeing programmes including CAHMS, Unravel, Gold Digger, Love Life Sports Mentoring and Educational Psychologist | Social and emotional learning has a 4+ month impact in the EEF toolkit | 3,4 |

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| sessions, Chimp Management | Metacognition and self-regulation has a 7+ month impact in the EEF toolkit | |
| Supporting costs of enrichment activities including minibus costs to ensure disadvantaged students have access to wider cultural experiences | Case studies in the “EEF guide to the pupil premium” highlight the positive impact of enrichment activities on disadvantaged student progress | 5 |
| Provision of high quality physical education resources and sports mentoring | Physical activity has a 1+ month impact in the EEF toolkit | 5 |
| Careers support to meet Gatsby criteria for disadvantaged students including provision of dedicated careers advisor, support from Sheffield Futures, Aspire careers software and Aspiration Day | The Good Career Guidance Report (Gatsby, 2013) outlines the importance of providing high quality careers guidance to disadvantaged student aspiration | 5 |
| Provision of pre-exam breakfasts and breakfast clubs | There is significant evidence breakfasts lead to improved academic performance – for example Adolphus et al., 2013 | 1,2 |
| Supporting hardship fund to enable students to purchase uniform and other essentials to access education | For students to access the school curriculum appropriate uniform is required. Providing uniform to disadvantaged students reduces the likelihood of this causing an attendance issue - attendance is essential to student progress (see DfE evidence summary above) | 4 |

Total budgeted cost: £534,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2020 to 2021 academic year.

Our assessment of our 2020-21 pupil premium strategy is based on internal summative assessment across all year groups, using age-related grade estimates derived from these. We compare assessments conducted earlier in the year (Christmas or early in the Easter term) versus those conducted at the end of the academic year.

On average Year 7 PP students showed an increase in estimated grades of +0.55, Year 8 showed an increase of +0.30, Year 9 showed an increase of +0.20, Year 10 showed an increase of +0.46, and Year 11 showed an increase of +1.27. For Year 11 this comparison is between internal assessments and teacher-assessed grades.

The significant increase in attainment shown by PP students in internal assessments shows the effect of our focus on core strategies of tutoring and mentoring, combined with supporting teaching and wider strategies, targeted at key cohorts of PP learners, particularly those with middle prior attainment.

Externally provided programmes

| Programme | Provider |
|------------------------------------|----------------------|
| NTP Tutoring (Maths -Y10) | Action Tutoring |
| NTP Tutoring (Maths – KS3) | TLC |
| Careers Mentoring | Sheffield Futures |
| Emotional wellbeing mentoring | Unravel |
| Confidence and skills mentoring | Golddigger Trust |
| Sports mentoring | Links Partnership |
| Behaviour and resilience mentoring | Think for the Future |